Structured Group Program Revision Take 3

1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

* *Studies show that, “*Three out of four graduates aren’t fully prepared for college and likely need to take at least one remedial class, according to the latest annual survey from the nonprofit testing organization ACT, which measured half of the nation’s high school seniors in English, math, reading and science proficiency” (Wolfgang, 2011, p.1).
* Not only are students ill prepared for the rigor of college but many that start do not complete the full four years. “Only 17 out of every 100 college students ultimately receive a degree or certificate, placing the U.S. behind at least 14 other countries, including Japan (the international leader), Portugal, Ireland, and Iceland (Maitre, 2012, p.1).
* Based on survey data there are a group of students that do not have a clear direction for their future. These young people require assistance with the college process, future planning and access to other college readiness resources. (See Appendix A)

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

* The goal of this small group is to provide information regarding the college process, future planning and the readiness resources available for students.

3) Student develops **two** measurable objectives for session #1 of the structured group program that supports the established goal (**one** school counseling content and **one** language arts content).

**Counseling Objective:**

Students will be able to identify the six groups represented by the Holland Code.

C:B1.4: Know the various ways in which occupations can be classified.

**Language Arts Objective:**

After completing an interest inventory students will identify five potential majors or career choices based on their results and list them according to preference.

**CT.9-12.1.2.b :** Interpret information that is implied in a text.

C:C1.3 : Identify personal preferences and interests influencing career choice and success.

4) Student develops **two** measurable objectives for session #2 of the structured group program that supports the established goal (**one** school counseling content and **one** mathematics content).

**Counseling Objective**: After completing a college search and locating a minimum of five colleges’ students will research and identify the must haves in choosing a college

**C:C1.3:** Identify personal preferences and interests influencing career choice and success.

**Mathematics Objective:** Students will calculate the cost of attending two different four year college’s one private and one public institution.

**NCTM:** Develop fluency in operations with real numbers, vectors, and matrices, using mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases.

5) Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

Everything we do as educators must be for a purpose and aimed at meeting a need. This is why the ASCA National School Model was created. It is a blue print outlining the importance of data driven instruction. School counseling programs must be broad in scope, preemptive in design and constantly evolving based on the given setting. It is important for counselors, parents, teachers, and administrators to work as a team. If there is cohesion among the group operation will be smooth and manageable. It is imperative that a school counselor align his or herself with the mission of the school and also train others on how a full-fledged counseling program should be run. The main focus for all involved should be the student’s achievement and success.

II

1) Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.

**Title of Session #1:** Career Exploration

**Brief Summary of Session:**

Throughout this session we will**…..**

* Review Informed Consent
* Discuss the group and establish rules
* Do an Ice Breaker
* Watch short motivational clip
* Discuss the importance of setting goals.
* Complete a career interest game and analyze results.
* Talk about potential career choices based on the interest game.
* Summarize, assign homework and wrap up

**Theoretical Orientation:**

The theoretical orientation for this group is solution focused with attention drawn to career and college preparation. Corey defines solution focused therapy stating that, “it is grounded on the optimistic assumption that people are resourceful and competent and have the ability to construct solutions that can change the direction of their lives” (Corey, 2012, p.425). The focus tends to be not on the past but looking at the present and towards the future.

**Specific Group Technique:**

The specific group technique used during this session is questioning. Each question builds upon itself and helps create ebb and flow in the group’s discussion. This not only opens up discussion but it creates a structure for which the group can stay on course.

**Structure:**

This is a small closed group consisting of six female students in the twelfth grade. Meetings will take place twice per month for one hour during the students scheduled study hall. The sessions have been planned in advance so students are aware of dates and times. We will be meeting in the school conference room.

**Materials/ Media:** Computer, Projector, Inventory Sheets, Pens/Pencils,

**Core ASCA Standard(s):**

* C:B1.4: Know the various ways in which occupations can be classified.
* C:C1.3 : Identify personal preferences and interests influencing career choice and success.

**Core State Academic Standard(s):**

* **CT.9-12.1.2.b :** Interpret information that is implied in a text.

**Objectives:**

**Counseling Objective:**

Students will be able to identify the six groups represented by the Holland Code.

**Language Arts Objective:**

After completing an interest inventory students will identify five potential majors or career choices based on their results and list them according to preference.

**Assessments**: Pre and Post Assessment

**Procedures/Instructional Strategy:**

**Opening:**

This session will begin by going over the meaning of informed consent. Students will then participate in an icebreaker activity where they will go around the room and share their name and the first three things that come to mind when they think about the future. Following the icebreaker we will review the group goal and discuss possible rules for the group. The rules will be displayed each time we meet and used as needed. A pre-test will be administered following the before mentioned. .

**Working:**

After the pre-test a brief motivational video will be shown. Then discussion will begin regarding the video. Students will participate in a Major/Career Interest game involving the Holland Code. They will read through the six areas and select the three categories that best describe them. Students will then locate a minimum of five careers that involve the three letters found in their search.

**Processing:**

Following the game students will take time to process share with the group the five careers they located any other information that surprised them. This will be a time for the group to open up and begin the getting to know each other. Students will wrap up this week’s group session by sharing something new they may have learned either from the video, the inventory game or through our sharing.

**Closing:**

The post test will be given and collected. Final thoughts for the week ahead will be shared and the week’s objective reviewed. Students will be assigned homework which involves further researching their career choices. They should be ready to discuss pros, cons, findings, etc. at the next session.

**Homework/Ownwork**: Student will need to further research their five careers from today’s group. They should be prepared to discuss in detail at the next session any observations made, fun facts, questions etc. Writing a short paragraph or two about each one is sufficient.

**2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.**

**Title of Session #2: The College Process Part 1 of 3**

**Brief Summary of Session:**

Throughout this session we will**…..**

* Review Informed Consent and Rules of the group
* Discuss last week’s group session and go over assigned homework.
* Pre-Test
* Perform a college search using College Board’s websites
* Record findings and hold onto for later discussion
* As a group students will go through the process of calculating four years of tuition.
* Discussion will occur regarding the college process (size, location, major, activities, etc.)
* Post-Test, summarize the session, assign homework and wrap up

**Theoretical Orientation:**

The theoretical orientation is consistent with that of session one. It is a solution focused session as students prepare for their futures by researching colleges and discussing potential paths that might be taken. The Corey text states the importance of, “assisting clients in creating clear, well-defined goals that are, stated in the positive in the clients language, are process or action oriented, are structured in the here-and-now, are attainable, concrete, specific and controlled by the client” (Corey, 2012, p. 432)

**Specific Group Technique:**

Again the specific technique used in this session is questioning. The key is keeping every problem or situation that arises geared towards finding a solution. That is the difference between problem based and solution focused. It is important to look for the answer rather than to dwell in the situation. Students may be unclear as to what future direction to take or door to walk through. But through continued solution focused sessions they can begin a road map for success.

**Structure:**

This is a small closed group consisting of six female students in the twelfth grade. Meetings will take place twice per month for one hour during the students scheduled study hall. The sessions have been planned in advance so students are aware of dates and times. We will be meeting in the school conference room.

**Materials/ Media:** Computer, Projector, Inventory, and Pens/Pencils,

**Core ASCA Standard(s):**

**C:C1.3:** Identify personal preferences and interests influencing career choice and success.

**Core State Academic Standard(s):**

**NCTM:** Develop fluency in operations with real numbers, vectors, and matrices, using mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases.

**Objectives:**

**Counseling Objective**: After completing a college search and locating a minimum of five colleges’ students will research and identify the must haves in choosing a college.

**Mathematics Objective:** Students will calculate the cost of attending two different four year college’s one private and one public institution.

**Assessments**: Pre and Post Test

**Procedures/Instructional Strategy:**

**Opening**

Session 2 will begin by again reviewing the informed consent policy. Students in the group will be asked to volunteer an explanation. Then I will ask each student to share what they found in their research and if there were one or two careers that really stood out to them. (This is a review of our previous session, goals and rules of the group). A Pre – Test will be given for this session.

**Working**

Using the College Board website I will walk the students through a college search. They will take their career options from the previous class, location preferences, school size, etc. and try to find a minimum of five schools that will meet their needs. The names of the schools and the website addresses are to be listed for further review.

I will then walk the students through calculating the cost of tuition over the course of four years using the data provided on the site for New York University. I will have them help in the process. It will not be instruction. I will ask questions to have them help me arrive at an accurate answer. We will discuss some of the issues that arise (in state versus out of state rates, transportation versus living on campus etc.)

**Processing**

In the processing stage students will share with the group a little bit about some of the colleges that came up on their search. If they have any reservations about going to college, the college process, fears, anxiety or worry.

**Closing**

In closing students will complete a post-test and we will review the objectives of that day and summarize the overall session allowing time for any last minute comments. Did any of the college attributes you had in mind at the beginning of the session change after discussion?

**Homework/Ownwork**:

Students will research the five colleges they found in today’s group session. They will narrow it down to their top two and prepare a brief summary to share with the group.

**3) Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.**

C:B1.4: Know the various ways in which occupations can be classified.

C:C1.3 : Identify personal preferences and interests influencing career choice and success.

**C:C1.3:** Identify personal preferences and interests influencing career choice and success.

**CT.9-12.1.2.b (Connecticut State Standards):** Interpret information that is implied in a text.

**NCTM (National Council of Teachers of Mathematics):** Develop fluency in operations with real numbers, vectors, and matrices, using mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases.

**4) Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.**

There are numerous theoretical orientations that exist. Some of which are not appropriate for the school setting. Of the techniques that are appropriate they may not work for all groups or even all participants. It is appropriate to know what type of group should be used for each. If you were holding a group on study skills or career planning a psychoanalytic group would not be appropriate. A group also would not benefit from the existential approach unless they truly were dealing with feelings of meaninglessness or loneliness. So, theoretical orientations should align with the overall group goal and as always be the best approach so students can find success.

III

1) Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

Regardless of the type of group there are certain things that by law counselors required to report. If the student expresses that they have plans to harm themselves, someone else or if there is abuse of any kind occurring this is information that has to be shared with the appropriate people. As a counselor this is why you must have informed consent in place. All participants whether direct or indirect should be aware of the policy. It does not hurt to bring it up regularly in a group session.

It is also important to know the laws of your state as you are governed by those along with the policies of your district. The law comes first. An important law for counselors to recall is the rights of privacy act. This act which was established in the 1970’s made it possible for the courts to access student records as well as records that are kept by the counselor.

2) Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

**See Attached**

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

The college readiness small group program does not discriminate against ethnicity, sexual orientation, religion or any other issue for that matter. It is a closed all female group but there is also a closed all male group that will be running simultaneously. Students were selected based on a felt and observed need. That is not to say during discussion culturally sensitive issues, conflict, bias, prejudice and or discrimination will not arise. They will be handled with the utmost care.

Students are going to express their opinions and it is in the reaction and through discussion that these opinions if false can be worked through. The group setting is designed to be a safe environment where students are free to be themselves. Each and every individual is unique and along with them they carry a set of baggage. The goals for this group however, is to work with the students and help them find some direction as they plan out the next four years and their future careers. As a group leader I make sure to learn as much as I can about each of the students in the group before the first session. This helps in dealing with students of diverse backgrounds.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

There are a vast majority of people in the world today. I used to think of diversity as being based on a person’s skin color. However, it has grown to become much more than that and now applies to a person’s: ethnicity, religion, sexual orientation, values, belief system, parental involvement and much more. As school counselors we are ultimately responsible for our students their success and well-being. We need to protect them as much as possible from discrimination and bullying. Student’s need supports put in place to make it through high school and as a team the school can work with the students to ensure that this happens.

As a group is formed it must be done so with great care. Every aspect of the program should be carefully considered and goals and objectives must be established and align with the schools policies. Students names are not just chosen out of a hat but a need must be present and students should be screened. Not every student will function well in a group setting or with specific students. So in order to establish group cohesion you cannot just let anyone in. As a group moves through the appropriate phases the counselor must be sensitive to those in the room. If a group is not working the group may end without any future sessions. It is the idea that groups will be seen through to termination when students are ready to take what they learned and really apply it on their own.

IV

1) Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

A.) What are the six groups represented by the Holland Code.

a.) Realistic, Informative, Artistic, Social, Enterprising and Conventional

b.) Realistic, Investigative, Artistic, Social, Enterprising and Conventional

c.) Realistic, Investigative, Artistic, Social, Creative and Conventional

d.) Unrealistic, Investigative, Artistic, Social, Enterprising and Conventional

B.) List at least five careers that interest you.

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2.) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

**A1.) The following are a list college characteristics. Circle at least three of the essential components you will be looking for when you start the application process.**

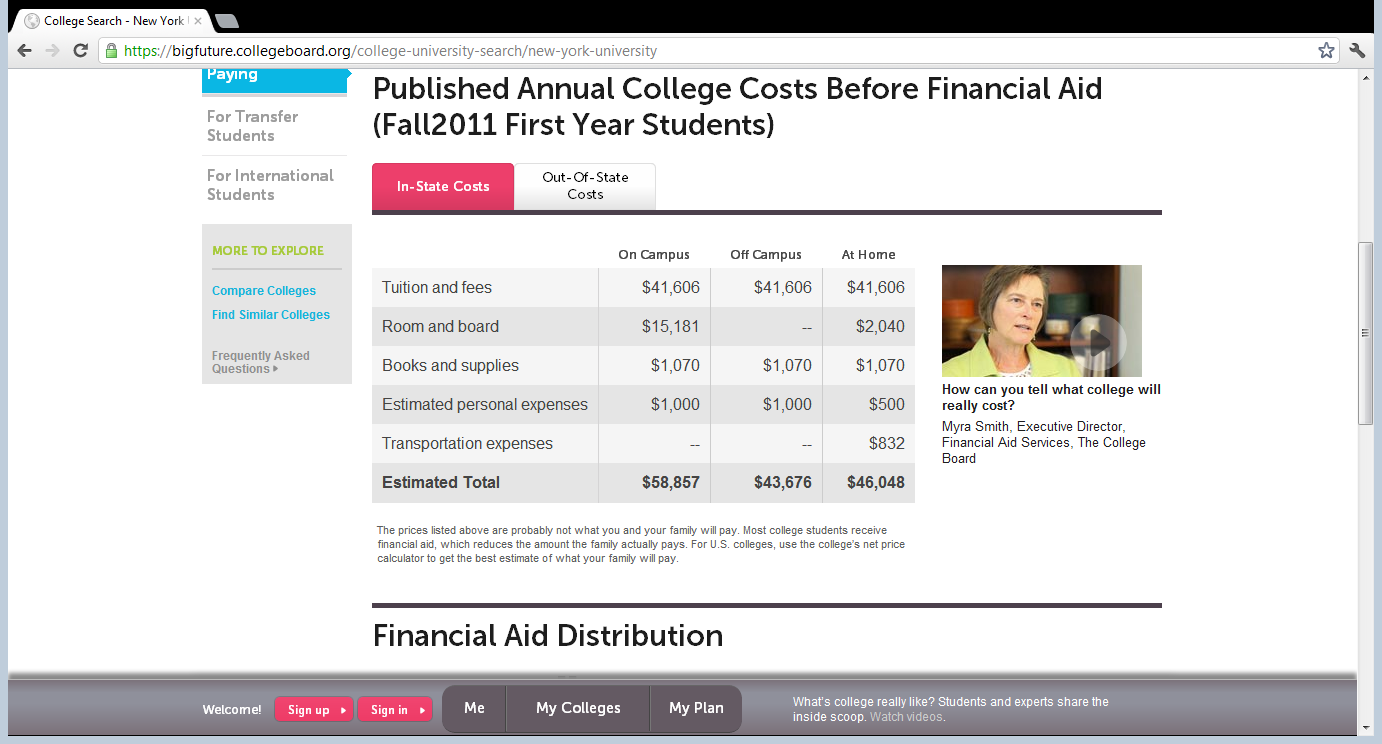
**Size**: Small (1,000 – 2,000) Medium (Less than 5,000) Large (Greater than 5,000)

**Location:** City Rural

**Cost Per Year**

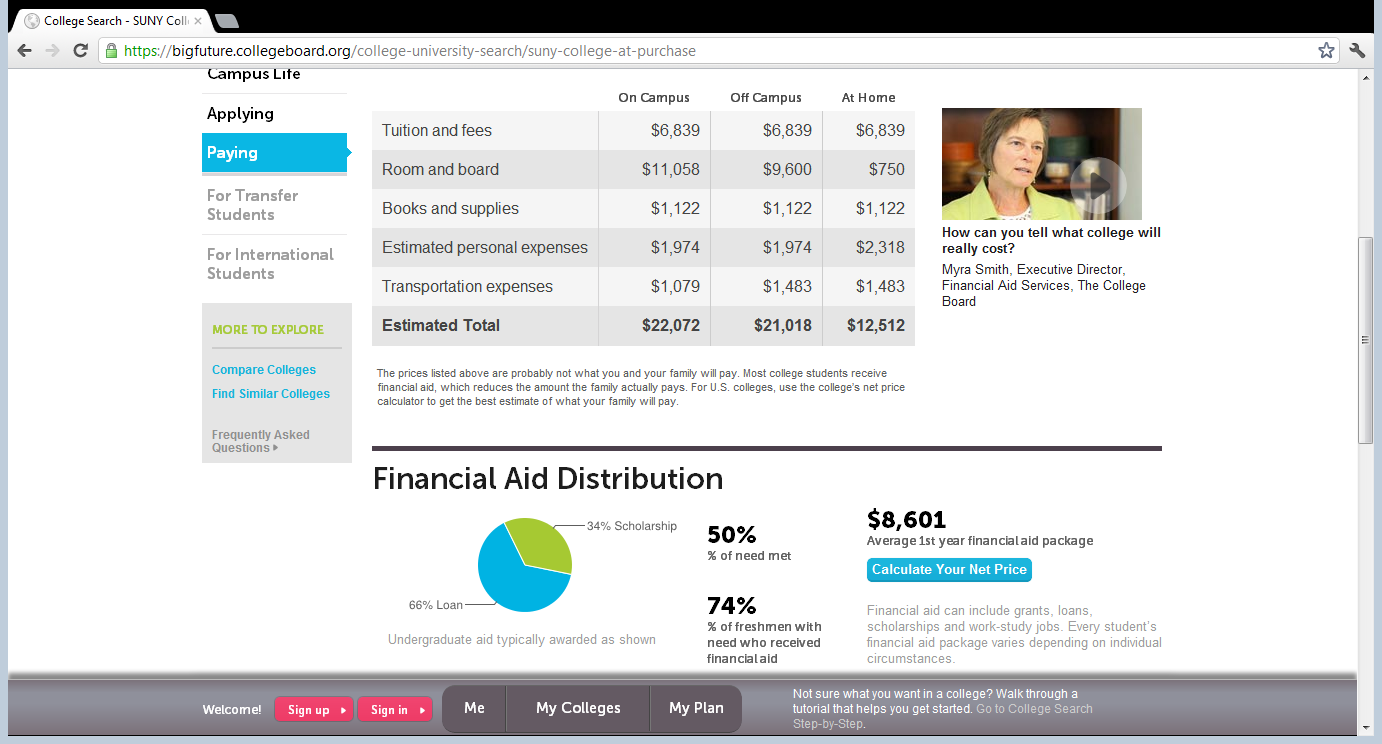
**Dorms Available**

**Rolling Admissions**

B1.) You are a student at New York University. The following is an estimate of the cost for attendance if you live in the state of NY.

Given the four options below select the response that represents living at home and attending NYU for a bachelor’s degree. (Use the time frame of the typical Bachelor degree student.)

a.) $235,428 b.) $174,704 c.) $ 92,096 d.) $184,192

B2.) You are a student at **SUNY Purchase** a public state school. The following is an estimate of the cost for attendance if you live in the state of NY.

Given the three options below select the response that represents the cheapest route you could take to obtain a bachelor’s degree. (Use the time frame of the typical Bachelor degree student.)

a.) Staying at home b.) Living Off Campus (Renting) c.) On campus

3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

Counseling programs need clear direction, a set goal and measurable objectives. The objectives should be met by the students in the group and success of this determines whether or not similar groups will occur. It is important that the programs are evaluated or in the future there will be less counseling jobs available. Many districts and those on the budget committee feel that counselors are not a vital part of the school. The reason being is that they do not have data to back up their worth. So holding counselors accountable to present data driven programs and the evaluation after is imperative. During the evaluation process the evaluator must be very specific about what is being measured and the tool being used to measure it.

VI:

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

American School Counselor Association (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: American School Counselor Association. ISBN: 1-929289-02-2.

Conley, D.T., & McGaughy, C. (2012). College and Career Readiness: Same or Different? Educational Leadership, 69,(7), 38-34.

Hyslop, A.. (2011, March). CTE and 21st Century Skills in College and Career Readiness. Techniques, 86(3), 10-11. Retrieved June 12, 2012, from Career and Technical Education. (Document ID: 2272270651).

Kuh, D. George,  (2007). What Student Engagement Data Tell Us about College Readiness. *Peer Review,* *9*(1), 4-8.  Retrieved June 23, 2012, from Research Library. (Document ID: 1256604841).

Maitre, Michelle, STAFF WRITER.  (2006, September 7). Startling lack of U.S. college grads. *Oakland Tribune,*p. 1.  Retrieved June 23, 2012, from ProQuest Newsstand. (Document ID: 1125606061).

Pittman, K.. (2010, June). College and Career READINESS. School Administrator, 67(6), 10-14. Retrieved June 12, 2012, from ProQuest Education Journals. (Document ID: 2048582511).

Richardson, J.. (2012, March). Creating a Culture of College Readiness. Principal Leadership, 12(7), 62-63. Retrieved June 12, 2012, from Research Library. (Document ID: 2603174281).

Rogers, L.. (2010, December). Gearing Up for College Readiness. Principal Leadership, 11(4), 34-38. Retrieved June 12, 2012, from Research Library. (Document ID: 2196843711).

Schultz, Marisa & Wilkinson, Mike. (2007, September 12). State college grad rate up; lags U.S. *Detroit News,*p. A.9.  Retrieved June 23, 2012, from ProQuest Newsstand. (Document ID: 1334259851).

Skelly, K., & Laurence, S.. (2011, June). Tracking COLLEGE READINESS. *School Administrator,* *68*(6), 33-36.  Retrieved June 23, 2012, from ProQuest Education Journals. ( Document ID: 2450697221).

Swanson, J.. (2010, March). dual enrollment. Principal Leadership, 10(7), 42-46. Retrieved June 12, 2012, from Research Library. (Document ID: 1973028201).

Wolfgang, Ben & THE WASHINGTON TIMES. (2011, August 17). Scores show students not ready for college: 75% may need remedial classes. *Washington Times,*A.1.  Retrieved June 23, 2012, from ProQuest Newsstand. (Document ID: 2427747191).

(<http://www.youtube.com/watch?v=psgjh9jFyMs&feature=related>)

Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.